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ABSTRACT

This competency-based preservice home economics teacher education module on occupational opportunities related to foods and nutrition is the first in a set of three modules on occupational education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) career ladders and lattices in the food service industry (includes three lessons); (2) determining local job market opportunities and entry level skills (includes four lessons); (3) food service skills related to specific jobs (includes five lessons); and (4) safe food handling and sanitation practices in food service (includes three lessons). Each unit generally includes a narrative summary, suggested activities, and suggested resources (readings). A list of suggested module resources and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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OCCUPATIONAL STRAND:

FOODS AND NUTRITION

MODULE II-C-1 OCCUPATIONAL OPPORTUNITIES RELATED TO FOODS AND NUTRITION

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1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

1974-1978

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OCCUPATIONAL OPPORTUNITIES RELATED TO FOODS AND NUTRITION

Module Objectives

Given a list of jobs within the Foods and Nutrition cluster, the MATCHE student will be able to identify occupations and a sequence of the jobs on career ladders and lattices.

The MATCHE student will be able to identify and describe occupations related to a foods and nutrition area and perform a task analysis based on a list of the entry-level skills required in at least two different occupational areas.

The MATCHE student will be able to identify and describe major areas in the food service and hospitality industry, including an explanation of the basic competencies required for each area.

The MATCHE student will be able to develop sequential possibilities, based on accepted career ladders and lattices for food service occupations.

The MATCHE student will be able to prepare a job profile for at least five locally available job opportunities in food service, stating the entry-level skill requirements, job description, and task analysis.

Under simulated conditions, the MATCHE student will demonstrate entry-level skills required for specific food service occupations.

The MATCHE student will be aware of the skills such as accuracy in recipe use, accuracy in measuring and weighing, correct use of equipment, and techniques in preparation of foods.

The MATCHE student will be aware of each of the tasks identified as "required" for bus service.

The MATCHE student will be able to demonstrate the proper procedure for setting a table for different types of service, such as formal, buffet, cafeteria, etc.

The MATCHE student will be able to demonstrate the correct techniques to use in taking orders, serving food, and clearing tables.

The MATCHE student will be able to act as a restaurant host or hostess, make change accurately, and balance the cash with the day's tickets.

The MATCHE student will be able to outline and demonstrate the correct procedure for use of equipment in food establishments.

The MATCHE student will be able to describe and demonstrate the safety precautions which food service employees must follow.

The MATCHE student will be able to identify and use information and descriptions of safe food handling procedures and essential health and sanitation practices for food service, to include at least:
1) state and local food service regulations;
2) physical examinations, hygiene, and health; and
3) sanitary food practices and food contamination.

Module Overview

The foodservice field is one of the most rapidly growing fields in the United States. One aspect of this expansion is the variation in types of food-service establishments. These range from an occasional small eating place operated by one or two individuals or a family, through the proliferating fast food services, to the vast chain organizations, including, but not limited to, the internationally famous hotel and restaurant names and the celebrity establishments of the large cities. In every state, and in most of the towns throughout the United States, are the foodservices in hospitals, extended care facilties, schools, colleges and universities, and industrial plants. Although originally non-profit, often today these services are operated on a contract basis for profit.

Career ladders range from nonexistent in the small operation to well-defined routes in some of the larger organizations.

Food, once prepared by skilled individuals, is now often processed by assembly line techniques in central processing plants, then shipped to individual units throughout the country. Large sectional warehouses may be a part of this transfer process. Other foods are purchased in partially or completely prepared form, stored at below zero temperatures, thawed, and heated in seconds or minutes by microwave, and served. Thus a few foodservices today actually have no kitchens only storage and serving areas.

There will be considerable variation in the steps by which individuals will advance in the foodservice field. Routes will differ between the community hospital and the highway fast food restaurant, between the industrial cafeteria and the central processing plant for a nationwide restaurant chain.

The nation's foodservices provide many worthwhile and rewarding careers. It is important to understand both the career opportunities and the job, including the entry-level job requirements.

Occupational outlets related to the foods and nutrition area are more numerous than in any other areas of home economics. Many high school and college students often gain employment in food service industries as a means of supporting themselves for some period of time, often unaware of the career possibilities within that area.

It is the purpose of this module to enable you to learn about those career opportunities which are available and the requirements for obtaining those jobs. All of this information will help in preparing your pupils for entry-level jobs related to the foods and nutrition area.

In addition to the information you receive in this module, you will have the opportunity to engage in activities which will help you develop competence in the food service and hospitality industry.

If the MATCHE student desires to teach an occupational program in this area, she or he must meet the requirements for certification and State Plan standards. Requirements for the credential should be studied; it requires two years of work experience in a food service.

To assist you in meeting these requirements, this module has been divided into the following units:

Unit 1: Career Ladders and Lattices in Food Service Industry

Unit 2: Determining Local Job Market Opportunities and Entry-Level Skills

Unit 3: Food Service Skills Related to Specific Jobs

Unit 4: Safe Food Handling and Sanitation Practices in Food Service

UNIT 1

CAREER LADDERS AND LATTICES IN FOOD SERVICE INDUSTRY

Objective

The MATCHE student will be able to develop a list of occupations related to foods and nutrition based on accepted career ladders and lattices.

Overview

Although the training you will provide your pupils will concentrate on entry-level job skills, it is important that they become knowledgeable of the career opportunities which may stem from that entry-level position. This unit will help you gain the competency you will need to effectively motivate your pupils to consider food service as a meaningful and rewarding career.

"The food service industry offers real career potential because it has been, and will continue to be, a vital growing industry--the nation's number one retail employer. About 250,000 new people must enter the industry each year to meet its acute need for personnel at all levels," states Chester G. Hall, PhD, Executive Vice President, National Institute for the Food Service Industry.

Lesson 1: Career Opportunities in the Food Service Industry

Narrative Summary

The purpose of this lesson is to heighten your awareness of careers in the food service industry. There is a growing demand for workers in the field. From the readings and activities planned for this lesson, you will become aware not only of the various jobs in food service but of the career ladders and lattices. The industry is concerned about the high rate of turnover of non-management employees. There are several reasons for this problem, but one of the key factors has been the lack of a ladder to a better position. A dishwashing job is a dead-end. An entry-level position in dishwashing that leads to sanitation supervisor or kitchen steward is a career opportunity for the competent employees so sorely needed today.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Visit your university library with the list of suggested resources as a guide. General information can be gained from the Dictionary of Occupational Titles. Make a list of titles, number, and brief descriptions of occupations related to food service that require less than a college education. They could be listed on 4" x 6" cards. A card file is a useful resource for teaching an occupational program.

2. Consult Encyclopedia of Career and Vocational Guidance, 3d edition, Vol. II, Career and Occupations, The Occupational Outlook Handbook in Brief, and the most recent edition of Occupational Guide by the California Department of Employment. Note on the 4" x 6" cards additional related food service occupations.

3. Read Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment, published by the American Home Economics Association, Washington, D.C., 1974.

4. Choose other listed resources and make additions on your 4" x 6" cards regarding the entry-level jobs in food services.

5. If possible, review films or filmstrips on food service careers.

Suggested Resources

American Home Economics Association. Career Ladders and Lattices in Home Economics and Related Areas. Washington, D.C., 1971.

Cornelius, E.C. Food Service Careers. Peoria, Illinois: Charles A. Bennett, 1974.

Hopke, William E., ed. Encyclopedia of Careers and Vocational Guidance, 3d ed., Vol. II, Careers and Occupations. Chicago, Illinois: J.G. Ferguson Publishing, 1975.

Haines, R.G. Food Preparation for Hotels, Restaurants, and Cafeterias. Chicago, Illinois: American Technical Society, 1973.

Levine, Chester C. Occupational Outlook Handbook in Brief. Washington, D.C.: U.S. Government Printing Office, 1976-1977.

Marland, Sidney P. "The School's Role in Career Development," Educational Leadership, December, 1972, pp. 203-205.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: Types of Food Service Establishments and Systems

Narrative Summary

Today food service is greatly expanded and diversified. Many different kinds of food service establishments have been developed to meet the needs of people. New service systems for food organizations have developed in recent year. Technological research and development have helped to mold new food service systems. One major change in recent years has been the increased use of prepared foods prepared off the premises. These convenience foods have helped lower spiraling labor cost in food services. The purpose of this lesson is to make you aware of the wide variety of food service establishments and types of food service systems. As you investigate the establishments, systems, and jobs in the food service field consider those that would appeal to the high school student.

All activities should be submitted to and discussed with your instructor.

Suggested Activites

1. Read from trade magazines in the library or department. Such as:

   School Food Service Journal.

   Supervisory Management.

   The Cornell Hotel and Restaurant Administration Quarterly.

   Modern Health Care.

   Restaurant Business.

2. Read Chapters 1 and 5 of Food Service in Institutions, by West, Wood, Harger, and Shugart.

3. Make a list on the 4" x 6" cards of ten different types of institutions.

4. Select and visit three different types of food service establishments. Prior to visits:

   a. Make a definite appointment with the manager, explaining the purpose of your visit.

   b. Prepare a list of questions based on your reading that would broaden your understanding of the food service field.

   c. Include questions regarding types of jobs, and opportunity for advancement; give examples.

   d. Ask for the privilege of a tour of the establishment.

   e. Write up a summary of the visits.

   f. Develop a check sheet for students to use in an arranged field trip to food services.

Suggested Resources

Careers in Food Service, National Institute for the Food Service Industry. Chicago, Illinois.

Career Ladders in the Food Service Field, National Restaurant Association. Chicago, Illinois.

Careers in Fast Foods Service. Occupational Home Economics Education Series. Washington, D.C. U.S. Government Printing Office, 1977.

Catering Services. Occupational Home Economics Education Series. Washington, D.C.: U.S. Government Printing Office, 1977.

California Employment Development Department, California Manpower. Sacramento, California, 1973.

U.S. Department of Labor. Bureau of Labor Statistics. Occupational Outlook Handbook. 1976-1977.

Pinkert, M.S. The Ready Foods System for Health Care Facilities. Boston: Cahners, 1973.

Small Business Administration. Starting and Managing a Small Drive-In Restaurant. The Starting and Managing Series, Vol. 23. Washington, D.C.: U.S. Government Printing Office, 1972.

West, B.B., L. Wood, V. Harger, and G. Shugart. Food Service in Institutions. 5th ed. New York: John Wiley & Sons, 1977.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 3.

Lesson 3: Career Ladders and Lattices in the Food Service Industry

Narrative Summary

Your previous lessons have provided you with an overall picture of the food service industry. Now it is time to relate the jobs in food service to the possible career ladder system. Fast food organizations, cafeteria chains, in-flight food service operations, industrial feeders, and other types of operations design their own systems based on specific positions and type of operation characteristic of the company. The purpose of this lesson is to acquaint you with examples of the possible career progression in food service.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Refer to Chapter 5 of the booklet Career Ladders in the Food Service Industry, a service publication of the National Restaurant Association. Make copies of the five charts and study the vertical and horizontal possibilities for progression.

   a. Make a list of the job entry-level positions in the four departments identified as support, production, control, and service functions.

   b. Be aware of the progressive opportunities for the dishwasher, the vegetable preparer, the receiving clerk, the busboy, and the food checker.

   c. Determine what the advantages are to the food service industry which develops and uses a career progression system for non-management personnel.

   d. Develop a career progression for a small fast food service company.

Suggested Resources

American Home Economics Association, Career Ladders and Lattices in Home Economics and Related Areas. Washington, D.C., 1971.

National Restaurant Association. Career Ladders in the Food Service Industry. Chicago, Illinois.

A Study of Career Ladders and Manpower Development for Non-Management Personnel in the Food Service Industry. Springfield, Virginia: Clearing House for Federal Scientific and Technical Information.

"Career Ladders in Food Service," The Cornell Hotel & Restaurant Administration Quarterly, 84 (May) 1971. Part III, A Model for Career Progression.

UNIT 2

DETERMINING LOCAL JOB MARKET OPPORTUNITIES AND ENTRY-LEVEL SKILLS

Objective

The MATCHE student will be able to determine five locally available or potential job opportunities in food service, and will be able to prepare a job profile for three of the job opportunities, stating the entry-level skill requirements, job description, and task analysis.

Overview

The ultimate goal of occupational training is gainful employment. Therefore, it is important to train students for jobs that are available. The training should provide the skills for getting the jobs. In a study conducted by the North Carolina Research Coordinating Unit in Occupational Education, it was indicated that the home economics teacher played the most important role in encouraging student enrollment in occupational programs. It is important for the home economics teacher to make a careful assessment of student characteristics in order to give the student successful experiences and for the ultimate success of the program. This unit will help you demonstrate the competency you will need to conduct a successful food service program.

Lesson 1: Assessing Trainee Characteristics

Narrative Summary

The home economics teacher, ideally, should select trainees for programs according to their interest, abilities, and motivation. Most entry-level jobs in food service are of a general nature. An assessment of student characteristics can help you orient students to specific occupations which will satisfy their own interest as well as the needs in the local job market.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Locate a high school that offers food service programs. Make a contact with the teacher for an interview.

a. Make a list of questions you wish to ask concerning the method used in selecting students for the food service program and the characteristics that are important for the trainee.

b. List questions concerning other areas of the program.

c. Write up a report of the interview.

Suggested Resources

North Carolina Research Coordinating Unit in Occupational Education. Summary of Pilot Study to Determine Criteria for Selection and Preparation of Teachers, Selection of Participants, and Organization of High School Home Economics Programs with Occupational Emphasis. Research Series in Occupational Education No. 10, Part I. Raleigh: 1968.

Pratzner, Frank C., and Wm. E. Stock. Review of Research on Student Selection and the Prediction of Success in Occupational Education, Section I. University of Minnesota: Minnesota Research Coordinating Unit in Occupational Education, 1969.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: Determining Community Needs for Food Service Employees

Narrative Summary

In order to establish a meaningful program in food service, it is necessary to determine the local need for entry-level employees. This can be accomplished by conducting a community survey. An advisory board is an excellent source of information. However, this plan would not be available to you until later, when you would actually develop a program. The activities will acquaint you with the information necessary for developing a program based on community needs.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. If possible, the group working on this module should meet together and develop and conduct a community survey. However, if there is not time to actually carry out the survey, proceed with the development of a questionnaire that could be used in interviews with prospective employers.

2. Refer to newspapers for food service jobs available in the community.

Suggested Resources

Los Angeles City Schools, Division of Instructional Planning and Services. Basic Employment Information, A Handbook for Students in Occupational Preparation Classes. Senior High School Edition, revised. 1969.

McKinney, Carolyn Dommer, Consultant. Program Development Suggestions for Employment Education in Hospitality Education (Secondary Level). Lansing: Michigan State Department of Education, Division of Vocational Education, 1972.

Handbook for Home Economics Cooperative Education Teacher-Coordinators. Lubbock: Texas Tech University, Home Economics Instructional Material Center, 1972. Chapter 18.

Orientation to the World of Work, Part I. Lubbock: Texas Tech University, Home Economics Instructional Materials Center, 1970. pp. vi-viii.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 3.

Lesson 3: Preparing for the Job Market

Narrative Summary

A great deal of skill and preparation is required in order to be successful in the job market. This lesson will heighten your awareness of the steps in applying for a job and provide you with information on the major skills for getting the job your potential students may be seeking. You will have opportunity for work experiences in the food service field.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Read from the following sources:

   a. Melvin Thompson's book, Why Should I Hire You?

   b. Co-Ed reprint in April 1977. Job Discovery Handbook Is for You.

   c. Greco, Benedetto. How to Get a Job That's Right For You. Homewood, Illinois: Dow-Jones Inc., 1975.

   Use the 4" x 6" cards for notes for your file on techniques and steps in job interviews.

2. Make a résumé for yourself to present in applying for a job.

3. Seek work experiences in the food service field.

   a. Refer to the want ads in your local newspaper to determine food services jobs that are available in the community.

   Other sources to consider for job openings:

   (1) State Employment Departments
   (2) Private Employment Agencies

   b. Make arrangements for interviews for at least three of the openings.

   c. If there are no food service openings in your locality, make appointments with personel directors of institutions such as restaurants, hospitals, school lunch, fast food industries. State that you would like an interview for a food service job, even though they may not have an immediate opening.

   d. Ask permission to volunteer your services for several days with the purpose of working with employees who hold entry-level jobs in food service.

   e. Seek an interview with the university or college Food Service Director and work out a program that will give you experiences either as a parttime employee or as a volunteer.

4. From your work experiences,make notes on the 4" x 6" cards relating to entry-level skill requirements, job descriptions, task analysis, and job sequence possibilities.

Suggested Resources

Refer to your college or university library for additional reading on job interviews and writing of résumés.

If possible, view films or filmstrips related to job interviews.

> There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 4.

Lesson 4: Developing Job Profiles

Narrative Summary

From Lessons 2 and 3 of this unit, you have acquired knowledge concerning the entry-level requirements and job descriptions. Now it is time to actually write the specifics for the jobs. Keep in mind that, while food service entry-level positions often involve the same activities, there may be considerable variation from one organization to another.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Read from the following sources:

   a. Food Service in Institutions, by West, Wood, Hager, and Shugart, p. 352-362 on job descriptions and job specifications.

   b. Food Service Management-A Human Relation Approach by Knoll p. 35-40, p. 75-83.

   c. Use other resources in the college or university library dealing with job profile, job description, and entry-level requirements for food service jobs.

   d. Based on your reading and work experience in food service, write up five job descriptions, five task analysis, plus entry-level skill requirements for five jobs.

2. Select five entry-level food service jobs. Using any sources you wish (reference books, training manuals, observations, interviews with employers and employees), draft a job description and list of tasks that must be performed on each job.

3. Make an analysis of one of the tasks for each job you identified in Activity 2. List all of the things an individual needs to know about the task in order to correctly perform the task in sequence.

4. Using the Systems Approach Form provided on the next page, sequence the tasks you identified in Activity 3; sequence the list of things needed to know in the order in which you think they should be learned. Identify instructional materials, activities, and exercises which will help the student to meet objectives.

Suggested Resources

Dukes, Pete. How to Operate a Restaurant, Ahrens Series. Rochelle Park, New Jersey: Hayden Book Company, 1973.

Increasing Productivity in Foodservice. Boston: Cahners Press, 1973.

Knoll, Ann Powell. Food Service Management. Gregg Division, McGraw Hill, 1976.

Kotschevar, Lendal H. Management by Menu. Chicago: National Institute for the Food Service Industry, 1975.

West, B.B., L. Wood, V. Harger, and G. Shugart. Food Service in Institutions. New York: John Wiley & Sons, 1977.

SYSTEMS APPROACH

Measurable Performance Objective	Task Analysis in Sequence	Instructional Strategy

UNIT 3

FOOD SERVICE SKILLS
RELATED TO SPECIFIC JOBS

Objective

The MATCHE student will be able to demonstrate skills in various food service jobs.

Overview

The training you will provide your students will concentrate on entry-level jobs. It is important that you be able to demonstrate to the students skills connected with these jobs. In many cases, you will rely on skills you acquired in your foods and nutrition classes, as well as skills from your work experience in food service. No progress test will be given in this unit since demonstrations are required in each lesson.

Lesson 1: Food Preparation Skills

Narrative Summary

The principles of food preparation you studied in Food Science and Meal Management classes apply to Quantity Food Preparation. With experience in the foods laboratory and perhaps in a campus restaurant run by your department, it is possible that some of your students could be hired as cooks' helpers. It is important that you teach the principles of cookery that will preserve the nutrients as well as the attractiveness of food.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Review from the following books, the principles of cooking.

   a. Professional Food Preparation by Terrell.

   b. Quantity Food Production by Kotschevar.

   c. Food Service in Institutions by West, Wood, Harger, and Shugart.

   d. Standards, Principles and Techniques in Quantity Food Production by Kotschevar.

2. Determine the objectives of food preparation--p. 213-215 of Food Service in Institutions. 5th edition. West, Wood, Harger, and Shugart.

3. Make notes on 4" x 6" cards for basic principles of preparation and methods of preparation for:

   a. meat cookery
   b. fish cookery
   c. poultry cookery
   d. egg cookery
   e. milk and cheese cookery
   f. fruit and vegetables
   g. fat cookery
   h. quick breads

4. Make notes on skills to stress with students, such as:

   a. accuracy in recipe use, measuring and weighing
   b. correct use of equipment
   c. techniques in food preparation

5. Demonstrate to the students in your group studying this module three of the items listed in 3 and 4 of this lesson.

Suggested Resources

Cavaiani, Mabel, and Muriel Urbashich. Simplified Quantity Recipes. Chicago: National Restaurant Association, 1973.

Haines, R.C. Food Preparation for Hotels, Restaurants, and Cafeterias. Chicago: American Technical Society, 1973.

Kotschevar, Lendal H. Standards, Principles and Techniques in Quantity Food Production. Boston: Cahners Books, 1974.

Moorberg, F.O. Simplified Manual for Cooks. Des Moines, Iowa: Author, 1973.

Richards, Lenore, and Nola Treat. Quantity Cookery. Chicago: National Restaurant Association.

Terrell, Margaret E., Professional Food Preparation. New York: John Wiley & Sons, 1971.

Wolfe, Kenneth. Cooking for the Professional Chef-A Structured Approach. Albany, New York: Delmar Publishers.

See National Restaurant Association Catalog for a wide variety of Food Preparation books.

Your demonstration will serve as the progress test. Proceed to Lesson 2.

Lesson 2: Skills Required for Bus Attendant Job

Narrative Summary

One of the necessary jobs in food service is that of the bus attendant. This is an entry-level job that your students would be able to apply for, after minimum training. This is a fine way for them to gain an overall picture of food service.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Read from the resources, the job description for bus attendant, or refer to your notes in Unit 2.

2. Demonstrate, if assigned, to classmates the tasks including (a) removing soiled and used items from the table, (b) resetting with fresh linen and eating utensils, (c) filling water glasses, (d) disposing of waste, and (e) helping in housekeeping chores in the dining area.

3. Have classmates evaluate your demonstration.

4. Make notes on your 4" x 6" cards of steps that you consider important to teach your students regarding the skills necessary for bus attendant.

Suggested Resources

Texas Tech University School of Home Economics, Department of Home Economics Education, Home Economics Instructional Material Center, Lubbock, Texas, 1975.

Filmstrips

Mr. Busboy (FS 20) National Educational Media, Inc. Chicago: National Restaurant Association.

Bussing Attendant. Food Service Career Education Series. (FS 07) Boston: Cahners Publishing, 1974.

> Your demonstration will serve as the progress test. Proceed to Lesson 3.

Lesson 3: Skills for Waiters/Waitresses and Cashiers

Narrative Summary

It has been said that "no other single job in food service is as important to the success or failure of a restaurant as the Waiter/Waitress position" (National Institute for the Foodservice Indsutry). These key employees must like people, be poised and have good self control, be alert, be able to remember details, be fast and courteous. Good waiters and waitresses can usually find jobs no matter what geographical areas they decide to locate in. The scope of responsibilities can change from one type of food service to another. In some food services such as the fast food services, a waiter or waitress or counter worker may be responsible for cashier duties. The position of cashier is usually considered a middle level position. The cashier receives payment from customers. This person should be tactful and gracious, particularly in handling complaints.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Refer to resources for information on skills required for the waiter or waitress and cashier.

2. Demonstrate, if assigned, to your classmates the skills that are necessary, including taking food orders, serving food to customers, and clearing tables.

3. Be able to set a table for different types of service, such as formal, buffet, cafeteria.

4. Have students critique your demonstrations.

5. Demonstrate, if assigned, the skills of the cashier.

6. Make notes on the criticisms given on your demonstration.

7. Use your 4" x 6" cards on steps to follow in developing skills as a waiter or waitress.

Suggested Resources

Books

Aikin, B.R. The Waiter/Waitress Manual. New York: McGraw-Hill, 1976.

Edison, J.E., and K.A. Mills. Checker-Cashier. Cincinnati, Ohio: South-Western Publishing, 1969.

Ireland, R.C. The Waitress Training Resource Manual. Ireland Education, 1974.

Waiter/Waitress (Foodservice Career Education Series-FS 18) Boston: Cahners Publishing, 1975.

Films/Filmstrips

Table Setting (FS 119). National Educational Media, Inc. Chicago: National Restaurant Association.

Serving Food. National Educational Media, Inc. Station K. Atlanta.

The Smart Waitress (FS 320). Chicago: National Restaurant Association.

> Your demonstration will serve as the progress test. Proceed to Lesson 4.

Lesson 4: Restaurant Host/Hostess Job Skills

Narrative Summary

The job of host or hostess is an important position in the restaurant. It requires someone who is pleasant, is tactful, has an outgoing personality, dresses attractively, and likes to work with people. Duties include: meeting customers with a smile, checking on reservations, escorting guests to tables, making sure the dining room maintains standards of order and cleanliness, and handling complaints. This person should also have knowledge of making change accurately, and balancing the cash with the day's tickets.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Refer to resources and read about the duties of the host or hostess.
2. If possible, view films or filmstrips relating to host or hostess work.
3. Write a case study of two common complaints by customers in restaurants. With your fellow students, do role playing, with you as the hostess handling the problems.
4. Continue to keep notes on the 4" x 6" cards of the important points to consider for reference.

Suggested Resources

Books

Cornelius, E.G. Food Service Careers. Peoria, Illinois: Charles A. Bennett, 1974.

Cincinnati Public Schools. Exploring Careers in Hospitality and Food Service. Bloomington, Illinois: McKnight Publishing, 1975.

Host/Hostess (Food Service Career Education Series- FS 20). Boston: Cahners Publishing, 1976.

Films/Filmstrips

Courteous Service (S-805). Chicago: National Restaurant Association

Handling Complaints. National Educational Media, Inc. Chicago: National Restaurant Association.

Handling Money (403). National Educational Media, Inc. Chicago: National Restaurant Association.

Your demonstration will serve as the progress test. Proceed to Lesson 5.

Lesson 5: Use of Equipment and Safety Precautions for Food Service Employees

Narrative Summary

As a potential teacher of food service trainees, you will be aware of the importance of teaching the correct procedure for use of equipment and safety precautions which food service employees must follow when handling and storing food, equipment, and utensils. The most effective ways to teach these skills is by films, filmstrips, and demonstrations. The student should then demonstrate the correct procedures under guidance until he has mastered the skill.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Refer to the suggested resources for reading material, films, and filmstrips that you may be able to view.

2. Choose two large pieces of equipment and two small pieces of equipment to demonstrate to your classmates.

   a. You will probably need to make arrangements with the Food Service Director on your campus for the use of the large pieces of equipment. If you are not familiar with the use of the equipment, ask permission to read the instruction booklets and to observe someone using the equipment.

   b. Use the pieces of equipment until you feel confident that you can demonstrate the correct use of them to your classmates.

   c. Stress the safety factors in the use of the equipment.

   d. Outline on your 4" x 6" cards the correct procedures in the use of the equipment.

3. Develop a mini-lesson for employees on safety in the food service establishment.

Suggested Resources

Books

National Sanitation Foundation. Commercial Powered Food Preparation Equipment BE 130 (Standard No. 8). Chicago: The National Restaurant Association.

National Sanitation Foundation. Sanitation Aspects of Installation of Food Service Equipment BE 600. Chicago: The National Restaurant Association.

North Dakota Research Coordinating Unit. Food Service Equipment. Bismarck, North Dakota: The State Board for Vocational Education, 1975.

The National Sanitation Foundation. Special Equipment and Devices-Food Equipment (Criteria C-2)

West, B.B., L. Wood, V. Harger, and G. Shugart. Food Service in Institutions. 5th ed. New York: John Wiley & Sons, 1977.

Films/Filmstrips

Kitchen Safety: Preventing Machine Injuries (FS 111). National Educational Media, Inc. Chicago: National Restaurant Association.

Establishment and Equipment Sanitation (FS 240). Chicago: National Restaurant Association.

UNIT 4

SAFE FOOD HANDLING AND SANITATION PRACTICES IN FOOD SERVICE

Objective

The MATCHE student will be able to identify and use information and description of safe food handling procedures and essential health and sanitation practices for food services, to include:

1. State and local food service regulations.
2. Physical examinations, hygiene, and health.
3. Sanitary food practices and food contamination.

Overview

Food served in all types of food establishments must be not only nutritious and attractive but it must be bacteriologically safe. Food sanitation is an essential part of a food production and service operation since it is closely related to public health. All food service employees must be trained in proper techniques of sanitation; an inservice education program must be followed to enforce the importance of preventing food contamination.

Lesson 1: Food Service Regulations

Narrative Summary

Government agencies concerned with the protection of the food supply available to the consumer operate at three levels--federal, state, and local. The federal agencies are U.S. Department of Health, Education and Welfare, and the U.S. Department of Agriculture. Within the Department of Health, Education and Welfare, two divisions are engaged in activities regarding food protection: The Food and Drug Administration and the Public Health Service. Some trade associations and institutes are very active in upgrading and maintaining the sanitary quality of their products. One of the influential semi-private agencies is the National Sanitation Foundation. As a teacher of future food service employees, you will need to be aware of effective ways to teach sanitation.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Read on the work of the Food and Drug Administration and Public Health Service as it affects food service institutions. List facts on the 4" x 6" cards.

2. Make an appointment with the local Public Health Department for an interview with the Sanitarian. Ask if you can accompany him or her on a food service inspection tour. Obtain a sample checklist used in the inspection. Obtain a copy of the State Sanitation and Safety Code in regard to Food Services.

Suggested Resources

Correll, John. Sanitation Now. Chicago: National Restaurant Association.

Longree, Karla. Food Service Sanitation. New York: Interscience Publishers, a division of John Wiley and Sons, 1973.

Terrell, Margaret E. Professional Food Preparation. New York: John Wiley and Sons, 1971.

West, B.B., L. Wood, V. Harger, and G. Shugart. Food Service in Institutions. New York: John Wiley and Sons, 1977.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: Health and Hygiene for Food Service Employees

Narrative Summary

Everyone associated with food service has some responsibilities for maintaining thorough cleanliness. Your personal hygiene and strict cleanliness in food handling is absolutely necessary to safe food service. Many food-borne illnesses occur through the introduction of causative organisms by employees through handling and contact with food or food serving utensils, as well as by oral or nasal discharge.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Read on personal hygiene for food service employees and make notes on the 4" x 6" cards.

2. Contact the Public Health Department for information regarding health tests required of food service workers.

3. View some of the films and filmstrips listed in resources.

4. If assigned, teach a mini-lesson to your classmates on personal hygiene. Prepare teaching aids.

Suggested Resources

Books

Axler, B.H. Kitchen Sanitation and Food Hygiene. New York: Howard W. Sanis and Co., a division of McGraw Hill, 1974.

Longree, Karla. Food Service Sanitation. New York: Interscience Publishers, a division of John Wiley and Sons, 1973.

Richardson, T.M. Personal Hygiene. Mason City, Illinois.

U.S. Department of Health, Education and Welfare, Environmental Control Administration. Sanitary Food Service. Washington, D.C., 1969.

Films/Filmstrips

How Do You Look When it Counts? Encino, California: National Educational Media, Inc.

Clean Hands. Washington, D.C.: General Service Administration, National Archives and Records Service.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 3.

Lesson 3: Sanitary Food Practices and Food Contamination

Narrative Summary

To establish a good sanitation program it is necessary to understand sanitation goals and how they can be accomplished. The aim is to prevent disease, as well as food spoilage including off-odors and off-flavors arising in food.

Sanitary conditions in any food service can be effective only insofar as the manager believes that high standards of sanitation are essential and assumes responsibility for imparting the urgency of the sanitation program to the employees. As a future teacher of food service employees, it is important for you not only to develop a good sanitation program but to implement a continuous educational program.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Read from materials in the resource list regarding food contamination and sanitary food practices.
2. Make a chart showing the microorganisms that may cause illness. State the types of illnesses.
3. List the conditions that enhance bacterial growth.
4. Identify ways in which food is contaminated.
5. Indicate the foods most likely to be involved in an outbreak of a food borne illness.
6. List the factors that contribute to outbreaks.
7. List preventive measures in relation to food contamination.
8. Develop a checklist for critiquing sanitation in a small fast food service facility.

Suggested Resources

Books

Axler, B.H. Kitchen Sanitation and Food Hygiene. New York: Howard S. Sanis and Co., a division of McGraw-Hill, 1974.

Guthrie, Rugus K. Food Sanitation. Westport, Connecticut, 1972.

Longree, Karla. Food Service Sanitation, 2d ed. New York: Interscience Publishers, a division of John Wiley and Sons, 1973.

Longree, Karla, and J. Blaker. Sanitary Techniques in Food Services. New York: John Wiley and Sons, 1971.

National Institute for the Foodservice Industry. Applied Foodservice Sanitation. Chicago, 1974.

West, B.B., L. Wood, V. Harger, and G. Shugart. Food Service in Institutions. New York: John Wiley and Sons, 1977.

Pamphlets

A Safety Self-Inspection Program for Food Service Operations. Chicago: National Restaurant Association, 1973.

48 Ways to Foil Food Infection. L. Channing. Chicago: National Restaurant Association, 1967

Learning Packages

Cleaning and Sanitation, prepared by Sero-Vo-Tel Institute. (Food service Career Education Series FS 05) Boston: Cahners Publishing, 1975.

Foodservice Safety, prepared by Sero-Vo-Tel Institute. (Foodservice Career Education Series FS 04) Boston: Cahners Publishing, 1975.

Kitchen Sanitation, prepared by Sero-Vo-Tel Institute. (Foodservice Career Education Series FS 01) Boston: Cahners Publishing, 1975.

Filmstrips

The Unwanted Four (FS 400). Chicago: National Restaurant Association.

Food-borne Illness: Cause and Prevention. Raleigh, North Carolina: Classroom World Publishing, 1976.

Slides

Safety Hazards in Food Service Establishments. Cincinnati Training Facility. Cincinnati, Ohio.

Films

Kitchen Safety: Preventing Burns (FS 110), National Educational Media, Inc. Chicago: National Restaurant Association, n.d.

Kitchen Safety: Preventing Cuts and Strains (FS 112). National Educational Media, Inc. Chicago: National Restaurant Association, n.d.

Kitchen Safety: Preventing Falls (FS 109). National Educational Media, Inc. Chicago: National Restaurant Association, n.d.

Kitchen Safety: Preventing Fires (FS 130). National Educational Media, Inc. Chicago: National Restaurant Association, n.d.

Kitchen Safety: Preventing Machine Injuries (FS 111). National Educational Media, Inc. Chicago: National Restaurant Association, n.d.

Principles of Food Sanitation. Cincinnati Training Facility. Cincinnati, Ohio.

Sanitation: Rules Make Sense (FS 124). National Educational Media, Inc. Chicago: National Restaurant Association.

Sanitation: Why All the Fuss (FS 123). National Educational Media, Inc. Encino, California.

MODULE PRE/POSTTEST

Student_____

Occupational Opportunities Related to Foods and Nutrition

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Check five entry level jobs which require a minimum of training.

   a. chef
   b. vegetable preparer
   c. dish washer
   d. supervisor
   e. busboy
   f. pot washer
   g. baker
   h. assistant manager
   i. first cook
   j. cook's helper
   k. kitchen steward
   l. sanitation supervisor
   m. hostess
   n. cashier
   o. food checker
   p. waitress

2. Once a person starts with a food service organization, one-the-job training can:

   a. assure him of an immediate raise in pay
   b. equip that person for advanacement to higher responsibilities
   c. prepare him immediately for running a food service facility
   d. all of the above

3. Among the following, the most formal type of service is:

   a. banquet
   b. buffet
   c. cafeteria
   d. counter

4. A list of entry-level skills would include:

   a. cashiering
   b. food checker
   c. potwashing
   d. vegetable cooking

5. A career ladder for a waitress would lead to a position as:

   a. bus attendant
   b. chef
   c. hostess
   d. restaurant manager

6. The purpose of the career ladder includes:

   a. elimination of dead-end jobs
   b. maintenance of morale
   c. pointing out job progression
   d. all of the above

7. Mary wants to become a head cook. If she has a choice of entry-level jobs, she should opt for:

   a. dishwasher
   b. vegetable preparer
   c. waitress
   d. any of the above

8. Most local ordinances dealing with food service sanitation are set by:

   a. managers
   b. National Restaurant Association
   c. U.S. Public Health Service
   d. Food Service Employees Union

9. For rapid growth, bacteria need:

   a. temperature above 135°F
   b. living cells in which to grow
   c. food, moisture, and favorable temperature
   d. carbohydrates on which to grow

10. The major reason for sanitation rules and regulations is to:

    a. protect the food service operator
    b. provide information on food borne diseases
    c. protect the public
    d. protect the food service against loss of business

11. The organization responsible for the actual enforcement of Occupational Safety and Health Acts is the:

    a. Food and Dug Administration
    b. local health department
    c. U.S. Department of Health, Education, and Welfare
    d. National Sanitation Foundation

12. Bacteria cannot grow at a temperature of:

    a. 0°F
    b. 36°F
    c. 50°F
    d. 75°F

13. The following food handling procedure which is most likely to lead to food contamination is:

    a. storing potatoes, onion, and bananas out of the refrigerator
    b. keeping cream-filled pastries on display
    c. refrigerating ham sandwiches
    d. covering but not refrigerating apple pie overnight.

14. A fire has broken out in the deep fat fryer. It should be extinguished by:

    a. dashing water or putting a wet towel on it
    b. smothering it with salt or soda
    c. using a dry chemical foam extinguisher
    d. using a pressurized water extinguisher

15. Safety is largely a matter of:

    a. avoiding hazards
    b. coping with accidents
    c. putting out fires
    d. writing accident reports

16. Simulated conditions are situations in which the student:

    a. actually performs in a food service task
    b. explains verbally how the task should be performed
    c. provides a complete written outline of the task
    d. works in an area set up to resemble the task environment

Return this test to your instructor for evaluation.

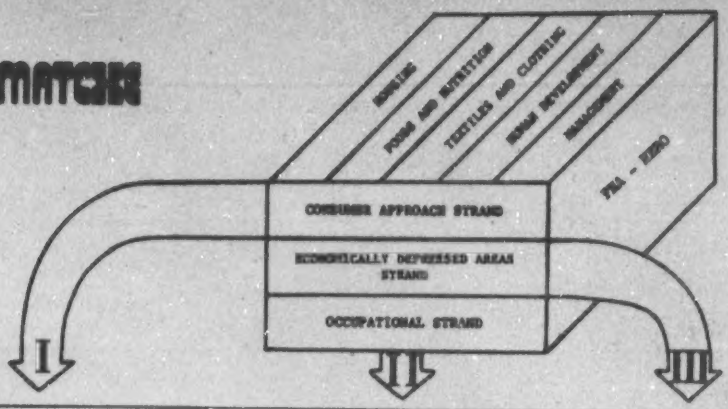
ANSWER KEY
MODULE PRE/POSTTEST

Occupational Opportunities Related
to Foods and Nutrition

Instructor:	Do not reproduce this page in student's booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. b, c, e, f, j, (m and p could be correct for a small food service)
2. b
3. a
4. c
5. c
6. d
7. b
8. c
9. c
10. c
11. b
12. a
13. b
14. c
15. a
16. d

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele